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ABSTRACT

This booklet highlights the efforts of four hospitality employers and one "intermediary" organization connecting workplace experiences to classroom learning for secondary school students. The introduction presents a series overview and lists the names, locations, and featured practice of the employers and organizations. The next sections examine the hospitality industry, reasons why school-to-careers is an ideal strategy for addressing hospitality industry skill needs, and how the employer participation model works with students and teachers. These employers and intermediaries and their best practices are profiled: (1) Holiday Inn (Somerville, Massachusetts), which is introducing students to the workplace through hands-on experience; (2) Baltimore Convention Center and 72 local restaurants (Baltimore, Maryland), which give students job shadowing opportunities; (3) The Outback Steakhouse (Denver, Colorado), which is building a strong foundation in skills through mentoring; (4) Hyatt Hotel (Savannah, Georgia), which is demonstrating that teachers can be students too; and (5) The Hospitality Business Alliance and New Mexico, which are

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bringing educators together to learn about industry needs and trends. The following items are also included: (1) an annotated list of eight organizations and resources; (2) a glossary; and (3) a discussion of steps to build on the National Employer Leadership Council's agenda. (MN)

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Best Practices in School-to-Careers

The Hospitality Industry

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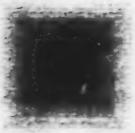

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National Employer Leadership Council

The National Employer Leadership Council is a business membership organization dedicated to expanding and enhancing employer involvement in school-to-careers. The NELC advocates and supports school-to-careers initiatives combining classroom courses with real-life learning to ensure all students meet high standards and, therefore, are prepared for continuing education and the cutting-edge jobs of the 21st Century. NELC members, and the NELC Leadership Board of senior business executives, are committed to sustaining the significant changes in teaching and learning taking place across the country as a result of school-to-careers.

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Hospitality Business Alliance

The Hospitality Business Alliance (HBA) is an educational partnership formed by the National Restaurant Association and the American Hotel & Motel Association to create a nationwide system of secondary school hospitality courses linked with mentored worksite experiences. The HBA is comprised of state-driven hospitality partnerships throughout the country, and exists as the national umbrella organization for hospitality school-to-career activities.

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Introduction

This booklet is part of a series that demonstrates the scope and importance of employer involvement in school-to-careers. Each booklet in the series examines employer roles in specific industry sectors. This publication focuses on the importance of partnerships between educators and companies that rely on a skilled workforce for the hospitality industry. It is the result of the NELC's partnership with the Hospitality Business Alliance.

Across the country, employers from all industries are supporting school-to-careers as a critical span of the bridge that prepares students for future education and careers. School-to-careers has brought together employers, educators, students, and community leaders to build coordinated series of activities that provide students with a clear understanding of the education and career options available to them and the skills and competencies required for success.

While employers are committed to improving the core academic achievement levels of all students and preparing them for success in all careers, employers in different industries can play unique roles in enhancing learning for specific students with particular interests and aptitudes. Together, the activities of all employers provide opportunities to connect with all students so they can learn, grow, and ultimately take control of their own educational and career goals.

Best Practices in School-to-Careers: The Hospitality Industry highlights the efforts of four hospitality employers and one "intermediary" organization connecting workplace experiences to classroom learning to help young people develop skills for success. While each employer is recognized for a specific activity or series of activities, together they demonstrate the need to create multiple opportunities for young people to learn and grow:

1. **Holiday Inn, Somerville, Massachusetts:** Introducing young people to the workplace through a hands-on experience.

2. **Baltimore Convention Center and 72 Local Restaurants, Baltimore, Maryland:** Opening up the eyes of students through job shadowing.
3. **Outback Steakhouse, Denver, Colorado:** Building a strong foundation in skills through mentoring.
4. **Hyatt Hotel, Savannah, Georgia:** Demonstrating that teachers can be students, too.
5. **The Hospitality Business Alliance and New Mexico (Intermediary Profile):** Bringing educators together to learn about industry needs and trends.

The Hospitality Industry

With a booming economy, unemployment at a historic low, and consumer spending at an all-time high, it is a fruitful time for the hospitality industry. Eating out and business and leisure travel are no longer viewed as luxuries, and are now an integral part of people's lives. Because of this shift in lifestyles, the hospitality industry, incorporating foodservice, lodging, and travel/tourism, employs more people than any other industry in the United States, and it will continue to grow. The Bureau of Labor Statistics projects that the number of hospitality industry jobs between 1998 to 2008 will increase by nearly two million, of which approximately 115,000 will be management positions. While hospitality conjures up traditional images of restaurants and hotels, it encompasses a wide area: resorts and casinos, stadiums and theme parks, cruise lines, and even national parks.

The industry is expanding rapidly at a time when, paradoxically, the country is feeling the impact of one of the tightest labor markets in decades. Finding and retaining qualified workers is more difficult than ever before. Hospitality managers rank

the issues of labor availability and the skill level of new employees second only to competition.

Added to these challenges is that the public does not recognize the depth of the hospitality industry. Young people, in particular, perceive hospitality jobs as temporary positions rather than avenues toward successful careers. In reality, however, hospitality offers opportunities to move quickly from entry-level to mid-level and upper management opportunities, which often require more sophisticated skills and postsecondary education. A strong candidate needs to exhibit an understanding of business management, finance, accounting, human resources, customer relations, marketing, public speaking, food science, and technology. The emphasis on technological knowledge comes at a time when business is increasingly becoming automated. In addition to good work habits, a positive attitude and "people skills," the industry demands familiarity with computers and the internet, as they play a huge role in the industry from restaurant point-of-sale systems to online hotel reservations.

Hospitality and School-to-Careers: The Hospitality Business Alliance

Unlike other industries that have supported school-to-careers (STC) partnerships at the local or state level, the hospitality industry started with a national approach. As an industry, it came together to formalize and coordinate a single STC initiative that would develop high standards, provide industry-approved curricula, and incorporate paid internships with on-site mentoring.

A unique partnership has ushered in this approach. Two major national hospitality organizations, the National Restaurant Association and the American Hotel & Motel Association, formed the Hospitality Business Alliance (HBA) in 1996. The HBA was charged with

providing high school students an introduction to hospitality management careers through two programs: ProStart((for foodservice) and the Lodging Management Program. To reach as many employers and students as possible, HBA, through a network of state-level partnerships, acts as the single point of contact.

By the year 2000, 30 states (including Washington, DC) were actively involved in delivering the two programs. More than 16,000 secondary school students are enrolled, with nearly 1,500 employers participating. Together, HBA and its business members provide career awareness, career exploration, and career preparation activities - three key STC activity areas suggested by the NELC.

HBA's goal is to establish STC activities in all fifty states and build hospitality's reputation as an "industry of choice" for careers. Preliminary data suggests that HBA is succeeding in building a strong cadre of future leaders for their industry; the majority of students engaged in the industry's STC initiative go directly to postsecondary culinary or hospitality schools. Still others go right to work, either at the business where they interned or elsewhere in the industry.

Implementing STC: The Employer Participation Model

There are a number of means by which employers can help students develop skills and abilities. The National Employer Leadership Council's Employer Participation Model (EPM) provides a clear framework for employer activity. It is a resource for employers considering involvement in STC as well as education and community organizations searching for ways to reach out to employers. This next section focuses on EPM activities for working with students and teachers to highlight specific roles for employers.

I. Working with Students

The EPM outlines a continuum of activities in which employers can participate to support student learning. These activities help students: 1) become ***aware*** of a wide range of careers and the skills required for success; 2) ***explore*** different career areas of interest in a way that supports their academic achievement; and 3) ***prepare*** for direct or future entry into multiple career paths.

While not every employer provides every activity, a true STC "system" is one in which all these types of activities exist for students at all levels. In the best of initiatives, several or teams of employers work together to make sure the full spectrum of opportunities is available for students. The diagram below illustrates the progression of opportunities provided by employers for students.

"Stage"	Career Awareness	Career Exploration	Career Preparation
	Career Talks	Job Shadowing	Internships
EPM Activity	Career Days/Fairs	Job Rotations	Apprenticeship
	Worksite Tours	Mentoring	

Hospitality Career Awareness

Students today need more information on the diversity of career options in the field, the ways in which the hospitality industry has undergone change, and the academic and workplace skills required to succeed. Specific Career Awareness activities for employers include visiting schools to discuss these demands and hosting tours of businesses to share this information with a large number of students.

An emphasis on the skills required of employees is an important component of Career Awareness activities. Employers must stress how the skills needed for professional success are developed through a strong core academic curriculum. With the

Holiday Inn
Somerville, Massachusetts

A Lesson in Lodging

Imagine 102 high school students roaming a hotel with a mission: to book a high school graduation day event. The students were all involved in Lodging Management programs in various suburban high schools in the Boston area, and they had been invited by the Somerville Holiday Inn to a "mock booking" worksite tour. Students were to complete the day by having successfully booked the special graduation event, down to the smallest detail, while interacting with hotel executives who were also cooperating in the activity. This event was an opportunity to make the learning more applicable and "real" to the students. Not only was the Holiday Inn staff involved, but staff from other hotels volunteered in a variety of roles.

Students were asked to come prepared with questions for half-hour sessions at four stations set up in the ballroom. They spoke with a sales director, front-office manager, convention setup manager, and food and banquet director, all of whom actually held those positions in area hotels. In addition to understanding the departmental activities of a hotel, the students underwent a comprehensive tour of the facility and engaged in a discussion that centered around the jobs and careers represented in the hotel business.

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right information, students begin to see the potential of a career in hospitality and how to reach this potential through education and school-to-careers.

Hospitality Career Exploration

Once students learn about the importance of developing concrete skills for work and life, they may choose to explore specific career areas more closely. Employers can provide access to their business and employees to demonstrate further the importance of classroom learning to developing hospitality skills. Exploration activities include regular job shadowing through a company or series of companies to understand the range and scope of hospitality opportunities.

Hospitality Career Preparation

This, the most intense set of activities, involves employers helping students reinforce their academic skills and supporting their entry into retail

Baltimore Convention Center and 72 Local Restaurants Baltimore, Maryland

Opening Up Eyes through Job Shadowing

When the Mayor of Baltimore wanted to throw a party to celebrate the city, he opened the Baltimore Convention Center's doors to over 2,000 people. To prepare the food for the guests, 72 restaurants participated by preparing the best of their menus. To learn how such an event is produced, from organizing to creating every aspect of the meal, 80 ProStart students shadowed the chefs for the day. The Maryland Hospitality Education Foundation facilitated the students' participation in the event and even had a team of food safety professionals on hand to ensure that the food served was in compliance with food safety regulations. Shadowing each of the restaurateurs allowed students to better understand the opportunities in the industry as well the importance of good customer service skills.

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careers by offering intensive work-based learning and mentoring opportunities. Equally important is the use of industry-based standards to help students benchmark their skills to those required on the job.

Outback Steakhouse
Denver, Colorado

The Strong Foundation of Mentoring

An outstanding mentor makes a world of difference in the life of a young person. Roland Wayment, managing partner at the Outback Steakhouse in Denver, makes daily differences in the lives of many young people. He acts as a mentor to ProStart students. The rigorous ProStart curriculum not only requires 360 hours of classroom study, but also emphasizes the value of real-world experience by requiring 400 hours in a paid mentored internship. This underscores how highly the hospitality industry values mentoring in its intensive career preparation activities. They understand that the internship experience is meaningless if not for the involvement of mentors like Wayment, who guide the students and help them attain mastery of skills. As students exhibit mastery of a specific skill, the worksite mentor checks off the competency items on the student's workplace competency checklist.

Wayment sees himself as a coach. When he sees a student underperforming on a shift, he will immediately offer constructive and positive advice. His approach is to help his interns see that what they are doing has a direct impact on the restaurant by helping them take ownership and pride in their work. As a result, his students blossom under his tutelage and learn work skills that will be invaluable in any profession.

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II. Working with Teachers

Teachers serve as the direct link to student learning, and employers must ensure that they are prepared to support the learning of students participating in career awareness, exploration, and preparation activities. Exposure to and guidance from employers ensures that teachers reinforce in the classroom the skills that students develop through STC. As outlined in the EPM, the connection between employers and teachers can occur in two ways:

- **Employers Working Directly with Teachers.** Direct connections between employers and educators is critical to ensuring that teachers fully understand the demands of the workplace and how they can support academic learning. Employers can work with teachers to develop classroom projects and school-based enterprises that help students make continued connections to the hospitality industry. Short- and long-term "teacher externships" allow teachers to spend time at a workplace to see first-hand the demands of the industry. Teachers then work with employers and other educators to apply lessons learned in the classroom to benefit students.
- **Employers Supporting the Work of Teachers.** Employers have important roles to play in helping teachers use workplace experiences to promote student achievement. Employers can work with teachers to develop curriculum and instructional materials that directly help students build workplace skills and the academic basics of reading, math, communication, teamwork, and problem-solving. Equally important is integrating industry skill standards into academic standards to promote student academic achievement through contextual, work-based experiences.

Hyatt Hotel
Savannah, Georgia

Teachers can be Students, Too

The Hyatt Hotel in Savannah, Georgia had specific plans for their summer intern, a ProStart teacher in a neighboring high school. They planned a comprehensive twelve week internship "course" that spanned from making beds to checking in guests. As a result of the experience, made possible by a $1,500 grant from the National Restaurant Association's Educational Foundation, the educator was able to enhance her knowledge of the industry. As a result, she gained information that she could take back into the classroom and apply to educating her students.

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The National High School Hospitality Teachers Forum
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Bringing Educators Together

In 1999, the Hospitality Business Alliance, along with the Association for Career and Technical Education and the Coca-Cola Company, sponsored an Institute Day for hospitality educators across the nation. This remarkable gathering focused on the professional development of high school hospitality educators by providing them with a forum to learn, share, and discuss new ideas.

The teachers heard speakers from leading hospitality companies such as the Hyatt Corporation and T.G.I. Friday's as well as from academic speakers representing leading hospitality schools, such as the Culinary Institute of America, the University of Nevada at Las Vegas, and Johnson & Wales University. In addition to learning about the trends and directions in the hospitality industry, educators learned proven classroom techniques from postsecondary experts and received updated information on hospitality standards as they related to best practices in the hospitality industry. Finally, participating teachers received credit towards a certification recognizing that they reached specific skill standards.

These successful institutes were kicked off in the summer of 2000 with four sessions offered across the country. Because of the demand for more sessions, the HBA will host nine institutes in the summer of 2001 offering three different levels of study. Each level advances the participants' skill level from basic competencies to in-depth coverage of operational skills to a mastery level.

"Third Party" Intermediaries

Employer involvement is often facilitated by an "intermediary" organization. Intermediaries serve as third-party "brokers" who ensure that partnerships between employers and educators meet their intended goals and maintain quality. They convene the key "stakeholders" to determine what types of programs and policies are needed to meet the goals of both

The Hospitality Business Alliance and New Mexico

A National Intermediary Working through State Partnerships

The Hospitality Business Alliance (HBA) has created a nationwide system of secondary school hospitality courses linked with mentored worksite experiences. As an intermediary, HBA has used its considerable industry networks to recruit employers. It has also leveraged the media to help improve the image of hospitality as a career choice and developed promotional materials, a website, and a quarterly newsletter to communicate its activities to the public. It has taken the lead in helping high school students make the seamless connection between secondary learning and postsecondary education by developing articulation agreements with nearly 70 of the country's leading hospitality colleges and universities. Finally, it has led the hospitality industry to define the key skills necessary and test for attainment of those skills through two programs: ProStart and Lodging Management. As a result of these high quality STC efforts, HBA awards industry-recognized certificates of achievement to students who successfully complete its program of study and work.

HBA could not achieve its goal of reaching students and employers in all states without its system of state-level partnerships. Currently, there are 30 states partnering in the STC initiative. One of the newest partnerships has been the New Mexico Hospitality Business Alliance. This organization has an elected board of eleven trustees from both hospitality and academic backgrounds that is overseeing the ProStart and Lodging Management programs in the state. The New Mexico HBA has carved the state into four regions, appointing a hospitality teacher to each to help develop programs within the region.

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industry and education. Once this set of programs and policies is outlined, they provide direct services to employers, educators, and young people to ensure that the needs and expectations of all are being met and that additional partners are recruited and engaged in the emerging system.

There are many intermediaries across the country working closely with hospitality employers. Many local school-to-careers partnerships have established committees or other structures to focus specifically on hospitality skills. Others include hospitality employers in broad efforts to meet the needs of all employers, students, and teachers.

Next Steps

With more and more employers participating in STC to help young people develop the skills they need, there are several "next steps" employers can take to get involved:

- **Find out what is happening around school-to-careers in your state and community.** Every state has a STC director and office, and most communities house local STC partnerships. Contacting these individuals and organizations to express your interest in STC will help them connect you and create opportunities to work with teachers and students.

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- **Connect with the Hospitality Business Alliance.** The HBA can help you find out ways in which you can participate in the STC activities in your state.

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- **Join the National Employer Leadership Council.** NELC members receive frequent updates and resources on employer involvement in STC, and become part of a network of hundreds of employers who are working together to build STC opportunities for all.

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Glossary of Terms

The following terms, used throughout this publication, come from the NELC's *Employer Participation Model,* a guide designed to help employers structure their involvement in school-to-careers. For additional information or to receive copies of the EPM, please contact the NELC directly.

Career Awareness

- *Career Talks:* Employers and employees visit students in the classroom and explain the work in their industry or company.
- *Career Days/Career Fairs:* Special events are typically held to allow students to meet with postsecondary educators, employers and employees, or human resource professionals to learn about education and work opportunities. Career day activities are designed to help students think about their interest and abilities in relation to potential careers.
- *Worksite Tours:* Students visit the worksite, talk with employees, and observe the workplace activities.

Career Exploration

- *Job Shadowing:* A student follows an employee at a company location to learn about a particular occupation or industry. Job shadowing can help students explore a range of career objectives and select a career major for the latter part of high school.
- *Job Rotations:* At a worksite, students transfer among a number of positions and tasks that require different skills and responsibilities in order to understand the steps that go into creating a product and/or service, how their own effort affects the quality and efficiency of production and customer service, and how each part of the organization contributes to productivity.

Career Preparation

- *Internships:* Students work for an employer for a specified period of time to learn about a particular industry or occupation. Students' workplace activities may include special summer projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation.
- *Apprenticeship*
  - Youth Apprenticeship: A multi-year program that combines school- and work-based learning in a specific occupational area or occupational cluster and is designed to lead directly into either a related postsecondary program, entry-level job, or registered apprenticeship program. Youth Apprenticeships may or may not include financial compensation.
  - Apprenticeship (Registered): Registered apprenticeship programs meet specific federally-approved standards designed to safeguard the welfare of apprentices. The programs are registered with the Bureau of Apprenticeship and Training (BAT), U.S. Department of Labor, or one of the State Apprenticeship Agencies of Councils approved by BAT. Apprenticeships are relationships between an employer and employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations.
- *Mentoring:* Employee(s) who possess the skills and knowledge to be mastered by a student, and who instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with teachers or youth organizations and the employer of the student.

Building on the NELC Agenda

The National Employer Leadership Council is a business membership organization dedicated to expanding and enhancing employer involvement in school-to-careers. The NELC advocates and supports school-to-careers initiatives combining classroom courses with real-life learning to ensure all students meet high standards and, therefore, are prepared for continuing education and the cutting-edge jobs of the 21st Century. NELC members, and the NELC Leadership Board of senior business executives, are committed to sustaining the significant changes in teaching and learning taking place across the country as a result of school-to-careers.

The NELC recognizes that as the knowledge economy continues to experience rapid change in the nature of work and the type of jobs available, an increasing number of employers, educators, and community organizations are striving for a seamless education system that equips individuals with knowledge that can be upgraded continuously. These systems will be based on defining and articulating strategies for building "knowledge supply chains" that help align education and training activities directly with employer demand.

The development of these systems requires an understanding of how skill needs link to skill development. The employer community and, as a result, the NELC, is advocating for national, state, and local education and training systems built on four common principles:

- A clear process for determining and understanding **employer demand.** This includes regular and ongoing information on the foundational ("soft") and academic skills required of all workers, as well as the occupation- and industry-specific skills required in a variety of jobs.
- Methods to set **benchmarks and standards for competency based directly on this employer demand.** Critical to this principle is ensuring that programs measure what individuals can do in order to ensure that employer needs will be met.
- **Certification and credentialing** of these skills and abilities that are valued and used by employers in the hiring, re-training, and education investment processes.
- Building **curriculum and programs designed to build these competencies and leading to these certificates and credentials.**

To find out more, contact: **National Employer Leadership Council,** c/o National Alliance of Business, 1201 New York Avenue, NW, Suite 700, Washington, DC 20005, Phone: (800) 360-NELC, E-mail: nelc@nelc.org; Website: www.nelc.org

The work of the NELC is supported by the employer community and the National School-to-Work Office, a joint initiative of the U.S. Departments of Education and Labor.